A note to students: we understand that in 2020-21 there will be new and unforeseen challenges in preparing for supervisions and exams. Fortunately, most of the material on this (extensive) reading list is available electronically: either as ebooks or via online journal databases. Readings available online are clearly marked throughout with an asterisk, and we will endeavour to keep expanding the electronic collections to make even more material available virtually.
Themes

1. Native Grounds, Middle Grounds
2. Colonialism and Catastrophe
3. Northern New Spain
4. New France
5. English Beginnings and the Chesapeake
6. New England
7. Greater Caribbean
8. Middle Colonies
9. Consolidating Slavery
10. Revivals
11. Convergence?
12. The Origins of the American Revolution
13. The American Revolution
14. From Confederation to Constitution
15. Politics in the early republic
16. Native Americans and the early national West
17. The U.S. in the world, 1776-1823
18. Slavery and antislavery
19. Civil society and private lives
20. Market revolutions
21. Democrats, Whigs and the birth of modern politics
22. Expansion and the collapse of the Union
23. The Civil War

The Faculty advises Paper 22 students (and their supervisors) to navigate either the first or second half of the paper. The first half encompasses themes 1-13; the second half 15-23. Theme 14 might be combined with the first or second half of the paper, depending on your preference.
A note on lectures

Due to Covid-19 all lectures for Paper 22 in 2020-21 will be delivered online. In most cases they will be pre-recorded and posted to Moodle, but stay tuned for emails in case any are delivered live (via Zoom or Teams). Those lectures will also be uploaded to Moodle so if you miss the live broadcast you can catch up in your own time. All Paper 22 lectures will be retained on Moodle through the exam period so you can return to watch them at your leisure.

There are five lecture series delivered exclusively or partly for Paper 22 students:

Michaelmas Term

1. The North American Colonies to the United States of America, c. 1500-1783
   These sixteen lectures on the first half of Paper 22 (stretching from themes 1 through 13) will be delivered in Michaelmas Term by Dr. Nico Bell-Romero, and will be posted each week at or before 11am on Tuesdays and Wednesdays starting on Tuesday 13th October. Students taking the first half of Paper 22 are expected to attend/watch these lectures, which should also be useful to those taking the second half of the paper.

2. Core lectures in American history
   These eight lectures are intended to give Paper 22 and Paper 24 students a grounding in major issues and themes in American history. They are delivered by a number of the Americanist faculty members and will be posted each week at or before 10am on Thursdays and 12pm on Fridays, starting on Thursday 8th October. These lectures are strongly recommended for all Paper 22 students.

3. The Worlds of the American Founding, 1781-1790
   These four lectures, intended to cover theme 14 and to bridge the two halves of Paper 22, will be delivered in the final four weeks of Michaelmas Term at or before 12pm on Tuesdays, starting on Tuesday 10th November.

Lent Term

4. The United States, 1789-1865
   These sixteen lectures on the second half of Paper 22 (covering themes 15 to 23) will be delivered in Lent Term by Dr. Nicholas Guyatt and Dr. Robert Lee. Lectures will be posted at or before 10am on Thursdays and 11am on Fridays starting from Thursday 21st January. Students taking the second half of Paper 22 are expected to attend/watch these lectures.

5. The Political Thought of the American Revolution
   These lectures (number and time TBC) on the political thought of the Founding period will be delivered by Dr. Adam Lebovitz in Lent Term; details will be circulated via Moodle, but these lectures should strongly interest Paper 22 students, especially those focusing on themes 12-14.

Students are reminded that the lectures form an integral part of this paper, and that material discussed principally (or only) in lectures may be addressed in the exam. Students who attend/watch lectures tend to perform better on the exam.
INTRODUCTORY TEXTS

These books provide general overviews of various time periods.


* Books marked with an asterisk are available electronically via the UL catalogue. All journal articles in this reading list can be accessed electronically via the catalogue, unless otherwise indicated.
1. NATIVE GROUNDS, MIDDLE GROUNDS

Native Americans lived in North America for centuries prior to European contact, though traditionally finding out about these worlds was the province of archaeologists rather than historians. This situation has changed in recent years, as have the kinds of sources historians use. There have been various ways of understanding relations between Native Americans and European colonists, most notably as a “middle ground” or as a “native ground.” These readings also make clear the considerable diversity of Native American peoples.

General


* Daniel Richter, Facing East from Indian Country (Cambridge, Mass.: Harvard University Press, 2001)


Native Grounds


* Colin Calloway, New Worlds for All: Indians, Europeans, and the Remaking of Early America (Baltimore: Johns Hopkins, 1997)


* Pekka Hämäläinen, The Comanche Empire (New Haven: Yale University Press, 2009)


Sami Lokomäki, Gathering Together: The Shawnee People through Diaspora and Nationhood, 1600–1870 (New Haven: Yale University Press, 2014), chaps. 1–4

* Andrew Lipman, The Saltwater Frontier: Indians and the Contest for the American Coast (New Haven: Yale University Press, 2015)


**Middle Grounds**


2. COLONIALISM AND CATASTROPHE

How should historians understand early America? Was it a native ground? a middle ground? a place of settler colonialism? an Atlantic outpost? a borderland? a refuge for rogues and liars? seeder of a nation? Was it vast, and what does this mean? Various readings this week consider these disparate approaches. Understanding early America also requires comprehending the enormous devastation wrought by colonization and settlement. Whatever else it was, it was a place of violence, disease, and death. Other works here deal with these consequences.

Colonialism and Orientations


David Armitage and Michael J. Braddick, eds., The British Atlantic World, 1500-1800, second ed. (Basingstoke: Palgrave, 2009)


* Alison Games, “Atlantic History: Definitions, Challenges, Opportunities,” American Historical Review 111: 3 (2006): 741-57


* Susan Juster, Sacred Violence in Early America (Philadelphia: University of Pennsylvania Press, 2016)


* Claudio Saunt, “Go West: Mapping Early American Historiography,” William and Mary Quarterly, 65, no. 4 (Oct. 2008); 745-78


  https://www.neh.gov/article/vast-early-america

**Catastrophe**


* Catherine M. Cameron et al., eds., *Beyond Germs: Native Depopulation in North America* (Tucson: University of Arizona Press, 2015), especially introduction

* Alfred W. Crosby, Jr., *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, Conn.: Greenwood, 1972)


* Paul Kelton, Epidemics and Enslavement: Biological Catastrophe in the Native Southeast (Lincoln: University of Nebraska Press, 2007)


3. NORTHERN NEW SPAIN

The first colonization in North America was not English, but Spanish. Yet until recently, historians tended to consider Spanish North America as Latin American, not U.S. American history. Newer work has focused on two major areas: what is now the Southwest (including places like New Mexico and Texas) and what is now the Southeast, most notably La Florida, an area larger than present Florida, and the site of the first successful established settlement in North America, Saint Augustine (founded in 1565). The work on the Southwest in particular has had a transformative effect on the field of early American history.

General/Comparative


Southwest


Juliana Barr, Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands (Chapel Hill: University of North Carolina Press, 2007)

Virginia Marie Bouvier, Women and the Conquest of California, 1542-1840: Codes of Silence (Tucson: University of Arizona Press, 2001)


* Ramón A. Gutiérrez, When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality and Power in New Mexico, 1500–1846 (Stanford: Stanford University Press, 1991)


Steven W. Hackel, Junipero Serra: California’s Founding Father (New York: Hill and Wang, 2014)


Andrés Reséndez, The Other Slavery: The Uncovered Story of Indian Enslavement in America (Boston: Houghton Mifflin Harcourt, 2016)

David J. Weber, What Caused the Pueblo Revolt of 1680? (Boston: Bedford/St. Martin’s, 1999)

Southeast


Jane Landers, Black Society in Spanish Florida (Urbana: University of Illinois Press, 1999)


* Cameron B. Strang, Frontiers of Science: Imperialism and Natural Knowledge in the Gulf South Borderlands, 1500-1850 (Chapel Hill: University of North Carolina Press, 2018)

4. NEW FRANCE
Just as New Spain was left to Latin Americanists, so New France was traditionally considered the province of Canadian historians. Again, this situation has changed, especially as the enormity of French presence in what is now the United States (from the Great Lakes down along the Mississippi River) has been recognized. Again, there are two geographical centers: northern New France which includes the pays d’en haut (the northern line from the St Lawrence River to the Great Lakes, centered on Québec) and what became La Louisiane, an area larger than modern Louisiana, centered on New Orleans.

General


Allan Greer, *The People of New France* (Toronto: University of Toronto Press, 1997)


Northern New France


* José António Brandão, “Your Fyre Shall Burn No More:” Iroquois Policy toward New France and Its Native Allies to 1701 (Lincoln: University of Nebraska Press, 1997)


--------, *Indian Women and French Men: Rethinking Cultural Encounter in the Western Great Lakes* (Amherst: University of Massachusetts Press, 2001)


**Louisiana**


* --------, *Race, Sex, and Social Order in Early New Orleans* (Baltimore: Johns Hopkins University Press, 2008)


5. ENGLISH BEGINNINGS AND THE CHESAPEAKE

The first successful English colony in North America was Jamestown, Virginia, founded in 1607. It followed the failure of the Roanoke Colony some twenty years earlier. The English were not strangers to colonization, though, having “planted” parts of Ireland. Such a background influenced early, troubled contact with Native Americans. Still, from uncertain beginnings, the English colony in Virginia, thanks to tobacco, became an economically flourishing if not entirely peaceful one, which by the end of the seventeenth century depended on the exploitation of the labor and lives of Africans. The colony of Maryland, founded as a proprietary colony and haven for Catholics in 1634, also joined this colonial settlement in the Chesapeake Bay area.

Early Starts
* Nicholas P. Canny, “The Ideology of English Colonization: From Ireland to America,” William and Mary Quarterly 30 (1973): 575-598
* Audrey Horning, Ireland in the Virginian Sea: Colonialism in the British Atlantic (Chapel Hill: Omohundro Institute for Early American History and Culture for the University of North Carolina, 2013)


Colonial Developments

* Rebecca Anne Goetz, The Baptism of Early Virginia: How Christianity Created Race (Baltimore: Johns Hopkins University, 2012)
6. NEW ENGLAND

New England, centered on the colony of Massachusetts, saw its first English settlements in 1620 (with Pilgrims and others in Plymouth Colony) and Massachusetts (founded 1629 by Puritans at the start of the “Great Migration”). Other colonies, in New Haven, Connecticut, and other areas, followed. Traditionally, New England was the archetype of the colonial experience, credited with religiously-inspired stability and order. Few historians still accept such characterizations or indeed New England’s prominence, even while accepting the significant role religion played in these colonies. As in other settlements, misunderstandings, colonization, and wars with Native Americans disturbed the peace. So did religious
controversies (such as those involving the “heretic” Anne Hutchinson) and witchcraft accusations, most famously at Salem, Massachusetts, in 1692.

General


* Gloria McCahon Whiting, “Race, Slavery, and the Problem of Numbers in Early New England: A View from Probate Court,” *William and Mary Quarterly*, 77, no. 3 (July 2020): 405-440
Relations with Native Americans


Witchcraft


7. THE “GREATER CARIBBEAN”

In many ways, the model for British colonization was not New England but a colony much further south: Barbados. This colony, founded in 1625, was where the English learned to cultivate sugar—and a system of African slavery already instituted by other Europeans
(including the Dutch and the Portuguese) in the Caribbean. Later, in 1655, the English captured Jamaica from the Spanish, thus beginning a very important facet of colonization. In 1670, Barbadians, eager for more land, founded the colony of South Carolina on the mainland, exploiting enslaved Indians and Africans from the very start.

General/Comparative


Matthew Mulcahy, *Hubs of Empire: The Southeastern Lowcountry and the British Caribbean* (Baltimore: Johns Hopkins Press, 2014)


Caribbean


**South Carolina**


8. MIDDLE COLONIES

The so-called Middle Colonies, comprising New York, New Jersey, Pennsylvania, and Delaware, became important colonies, especially in the eighteenth century. The English Quaker, William Penn, founded Pennsylvania in 1680, as a haven of toleration, and a more designed proprietary colony. New York (New Netherlands) was taken from the Dutch in 1664. Pennsylvania and New York became among the more diverse of English colonies, with continued Dutch presence in New York and an increasing German-speaking presence in Pennsylvania. Despite somewhat better relations with Natives in Pennsylvania under Penn, both colonies, like others, ultimately depended on the exploitation and dispossession of Native Americans, as well as an increasing use of African slave labor (especially in their capital cities, New York City and Philadelphia).

Pennsylvania and Delaware


* Barry Levy, “Quakers, the Delaware Valley, and North Midlands Emigration to America,” *William and Mary Quarterly* 48:2 (1991): 246-252


**New York and New Jersey**


**9. CONSOLIDATING SLAVERY**

Slavery had existed in North America prior to the arrival of Europeans, as many Native Americans had systems of captivity. Yet the form of slavery that became dominant in the eighteenth and nineteenth centuries was an innovative and particularly harsh one, and it began with colonizing ventures in the seventeenth century. The readings this week consider this history from various perspectives. Some offer theoretical considerations of what have become key explanatory concepts for historians of slavery: “social death,” “fictive kin,” and “agency.” They also interrogate the archive of slavery. Although Indian slavery once received little attention, this situation has changed in the last ten years or so. There has also been a great deal work on the slave trade itself. Other works consider the regimes, community life, and horrific institution of slavery in its eighteenth-century forms.

**Theoretical Considerations**


* Noel Lenski and Catherine M. Cameron, eds., *What is a Slave Society? The Practice of Slavery in Global Perspective* (Cambridge: Cambridge University Press, 2018)


### Indian Slavery


### Slave Trade


Slavery


* Randy Sparks, Africans in the Old South: Mapping Exceptional Lives across the Atlantic World (Cambridge, Mass: Harvard University Press, 2016)

10. REVIVALS

Religion had been central to life for most Americans throughout the colonial (and indeed pre-colonial) periods. Many of the works in other sections touch on religion. This topic focuses on the transformations of religious life in the eighteenth century. The readings taken together present a variety of especially evangelical Protestant revivals and what has been called the “Great Awakening.” Historians have debated how great of an awakening it was and among which inhabitants of North America. They have also considered the rise of evangelical groups and of “enthusiastic” religion on the American landscape.

General/Background


* Emily Clark, “By All the Conduct of Their Lives’: A Laywomen’s Confraternity in New Orleans, 1730-1744,” *William and Mary Quarterly* 54:4 (1997): 769-794


* Aaron Fogleman, “Jesus Is Female: The Moravian Challenge in the German Communities of British North America,” *William and Mary Quarterly* 60:2 (2003): 295-332


**Awakenings and Evangelicalism**


11. CONVERGENCE?

The considerable diversity of colonies should be apparent from previous topics. Some historians argue that in the eighteenth century there was “convergence” of colonial experience. Some have seen this convergence as a necessary prelude to the unity the colonies needed to declare independence. Yet this convergence was not merely high political. There was arguably an increasingly shared Atlantic culture of consumerism, law, and print, in what some historians have called a “consumer revolution.” Some historians have also argued for a unifying “sexual revolution” in early America, while others have contended that race and rank came to define lives more than region in this period (especially for women). Other historians have considered the unifying effects of colonial war.

General


Legal, Consumer, and Print Cultures


* Gender and Sexualities


* War

Fred Anderson, *Crucible of War: The Seven Years' War and the Fate of British Empire in North America, 1754-1766* (New York: Knopf, 2000)

12. ORIGINS OF THE AMERICAN REVOLUTION

Why did (some) Americans declare independence in 1776? The question has transfixed historians since the very event. A number of historians have devoted attention to the issues raised by this world-altering event; what appears here is a small portion of that work. Some key works have focused on sovereignty and independence. In the last several decades, explanations for the origins of the American Revolution have tended to focus on “ideological” or “material” ones. There are also issues about populations under consideration, and the narrative of key events.

General


* Joint Special Issues on the American Revolution in *William and Mary Quarterly* and *Journal of the Early Republic*, October 2017

Sovereignty and Independence


Pauline Maier, American Scripture: Making the Declaration of Independence (New York: Knopf, 1997)

* Brendan McConville, The King’s Three Faces: The Rise and Fall of Royal America, 1688-1776 (Chapel Hill: Omohundro Institute of Early American History and Culture for the University of North Carolina Press, 2006)


Ideological and Material Explanations


13. THE AMERICAN REVOLUTION

This topic has many parts. One aspect focuses on the war itself, and its effects on the people and landscape of the colonies. Another aspect considers the effects of the American Revolution on various populations, and whether they understood this revolution as their own or not. There is also a consideration of Patriots and Loyalists, and how and why people chose sides. Finally, there is a broader question about the radicalism (or not) of a conflict that has seemed, to many historians, tame in comparison with roughly contemporary revolutions (such as France or Haiti).

War
Holly A. Mayer, Belonging to the Army: Campfollowers and Community During the American Revolution (Columbia: University of South Carolina Press, 1996)
* Charles Royster, A Revolutionary People at War (Chapel Hill: University of North Carolina Press, 1996)

Choosing Sides
* Douglas Egerton, Death or Liberty: African Americans and Revolutionary America (Oxford: Oxford University Press, 2009)


* Kenneth Miller, *Dangerous Guests: Enemy Captives and Revolutionary Communities during the War for Independence* (Ithaca: Cornell University Press, 2014)


**Beyond the Thirteen Colonies**


* ________, *The Men Who Lost America: British Leadership, the American Revolution, and the Fate of the Empire* (New Haven: Yale University Press, 2013)
The United States emerged victorious from the war with Britain; but what kind of nation had the Revolution created? And could Americans expect to maintain their independence, given the continuing presence of European and indigenous rivals in North America and the competing sovereignties of the thirteen states? Historians once described the Constitution as the capstone of the American Revolution: it was the political achievement that tempered and consolidated the radical energies of the 1770s and set the United States apart from Europe. In recent years, scholars have paid closer attention to the contingencies of this moment, and have presented the founders as more closely attuned to the realities of modern European statecraft than previously imagined. The story of the Constitution is still narrated by some historians in triumphal terms; a growing body of work, however, emphasises the broad and powerful currents of opposition thought that influenced the debate over ratification.

The Confederation Years


____________, *Abigail Adams* (New York: Free Press, 2009), 182-265


**Inventing the U.S. Constitution**


James Madison, Alexander Hamilton and John Jay, *The Federalist Papers* [various editions]


**Ratification and the anti-Federalists**
Between 1789 and 1815, the new federal system managed to maintain and expand the Union but failed to prevent the emergence of strong divisions over the political, social and economic future of the United States. In the 1790s, these disputes brought the U.S. to the brink of domestic and foreign war. After 1801, even as a series of Republican presidents oversaw the eclipse of the Federalist party, Americans continued to argue about development, democracy and the limits of federal power. Meanwhile, free black Americans sought to demonstrate that the promises of liberty in the new United States would not be limited to white people.

Federalists v. Republicans: the 1790s


Nationalism and political culture


Peter S. Onuf and Peter Thompson, eds., *State and Citizen: British America and the Early United States* (Charlottesville: University of Virginia Press, 2013)


Jefferson and the ‘revolution of 1800’


Peter S. Onuf, ed., *Jeffersonian Legacies* (Charlottesville: University of Virginia Press, 1993)


Race and freedom in the early United States


16. NATIVE AMERICANS AND THE EARLY NATIONAL WEST

It’s impossible to understand the politics and culture of the early republic without paying close attention to the trans-Appalachian West, and especially to relations between the United States and the hundreds of thousands of Native Americans who continued to live east of the Mississippi River after 1783. The West was a place of cultural contact and, frequently, conflict. It was an area of contested sovereignty: not only between whites and Native people, but between settlers, state governments, and the federal apparatus in the East. After the Northwest Ordinance of 1787, which mandated that territorial expansion should guarantee equality between new states in the interior and the established states of the seaboard, the West became an incubator of ideas about American democracy, possibility and self-reliance. It also became a terrain of broken promises and dispossession.

Federal Indian policy before 1800


* Nicholas Guyatt, Bind Us Apart: How Enlightened Americans Invented Racial Segregation (New York: Basic Books, 2016), chapters 2, 4 & 6

Reginald Horsman, ‘The Indian Policy of an “Empire for Liberty”’, in Frederick E. Hoxie et al., eds., Native Americans and the Early Republic (Charlottesville: University Press of Virginia, 1999)


Settlers, government and the culture of expansion


Patrick Griffin, American Leviathan: Empire, Nation, and Revolutionary Frontier (New York: Hill and Wang, 2007), 183-277


Peter S. Onuf, Statehood and Union: A History of the Northwest Ordinance (Bloomington: University of Indiana Press, 1987)


* Stephen J. Rockwell, *Indian Affairs and the Administrative State in the Nineteenth Century* (Cambridge: Cambridge University Press, 2010), 1-131


Native Americans in the early republic


Hyde, *Empires, Nations, and Families*, 222-277


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The Louisiana Purchase


* Jennifer Spear, *Race, Sex and Social Order in Early New Orleans* (Baltimore: Johns Hopkins University Press, 2009), 178-214


Patrick G. Williams et al., eds., *A Whole Country in Commotion: The Louisiana Purchase and the American Southwest* (Fayetteville: University of Arkansas Press, 2005)

Jefferson, Pan-Indianism and the road to 1812


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17. THE UNITED STATES IN THE WORLD, c. 1776-1830

Historians of the early U.S. once mobilised a variety of arguments for looking inwards rather than outwards: the United States, they suggested, was largely isolationist before the wars of 1898; Washington’s 1796 Farewell Address and James Monroe’s 1823 confirmed the nation’s desire to remain apart from European politics; the political and social development of the new republic was a singular phenomenon (aka the ‘American exceptionalism’ thesis). More recently, all of these claims have been dismantled. As historian Rosemarie Zagarri has noted, it’s hard to ignore the myriad ways in which the United States was shaped by regional/hemispheric, Atlantic and global processes. Moreover, the roots of American imperium in the twentieth century are firmly rooted in the nation’s early experiences of the wider world.

Overviews


Rosemarie Zagarri, ‘The Significance of the “Global Turn” for the Early American Republic,’ *Journal of the Early Republic* 31 (Spring 2011): 1-37

**Competition and consolidation in North America**


François Furstenberg, ‘The Significance of the Trans-Appalachian Frontier in Atlantic History’, *American Historical Review* 113 (June 2008): 647-677


Leonard J. Sadosky, Revolutionary negotiations : Indians, empires, and diplomats in the founding of America (Charlottesville: University of Virginia Press, 2009)

**Britain and the northern borderlands**


**The U.S. and the Revolutionary Americas**


Caitlin Fitz, *Our Sister Republics: The United States in an Age of American Revolutions* (New York, Liveright, 2016)


**The geopolitics of abolition**


* Eliga H. Gould, *Among the Powers of the Earth*, 145-177

* Bronwen Everill, *Abolition and Empire in Sierra Leone and Liberia* (Palgrave: Basingstoke, 2013)


**North Africa and Islam**


**The Pacific and East Asia**


* Dane A. Morrison, True Yankees: The South Seas and the Discovery of American Identity (Baltimore: Johns Hopkins University Press, 2014)


Americans overseas


18. SLAVERY AND ANTISLAVERY

Thomas Jefferson claimed that slavery was an unwanted inheritance from the British empire; the author of ‘all men are created equal’ insisted that he was personally opposed to the institution. But this ‘antislavery slaveholder’ epitomised the new nation’s broader predicament: few Americans outside of the Deep South could defend the morality of slavery before the 1830s, and yet the institution metastasized alarmingly even after Congress banned the external slave trade in 1808. We can partly explain this paradox by studying the cotton boom that revolutionised the economics of slavery after 1815, but we also need to consider the practical problems of ending slavery in a mixed-race society in which ‘equality’ was a founding principle. The readings below explore the forms of abolitionism that emerged before the 1830s, including a popular movement that proposed to resettle freed slaves in Africa. The readings also consider the effects of slavery on national politics, and the experiences of enslaved people themselves.

General

Daina Ramey Berry, The Price for their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation (Boston: Beacon Press, 2017)


* Calvin Schermerhorn, Unrequited Toil: A History of United States Slavery (Cambridge: Cambridge University Press, 2018)

Gradual abolitionism

Colonization
* Nicholas Guyatt, “‘The Outskirts of our Happiness’: Race and the Lure of Colonization in the Early Republic,’ *Journal of American History* 95 (March 2009), 986-1011

Origins of political sectionalism
Slavery and antislavery in the upper South

* Christa Dierksheide, *Amelioration and Empire: Progress and Slavery in the Plantation Americas* (Charlottesville: University of Virginia Press, 2014), 1-87


Slave societies and enslaved people’s experience

Daina Ramey Berry, “Swing the Sickle for the Harvest is Ripe”: *Gender and Slavery in Antebellum Georgia* (Urbana: University of Illinois Press, 2007)


* Kambiz GaneaBassiri, *A History of Islam in America: From the New World to the New World Order* (Cambridge: Cambridge University Press, 2010), chapters 1 & 2


* Stephanie E. Jones-Rogers, *They Were Her Property: White Women as Slave Owners in the American South* (New Haven: Yale University Press, 2019)


The cotton boom
* Walter Johnson, River of Dark Dreams: Slavery and Empire in the Cotton Kingdom (Cambridge, Mass.: Harvard University Press, 2013), 1-208

Slavery and Native Americans
* Christina Snyder, Slavery in Indian Country (Cambridge, Mass.: Harvard University Press, 2010), 152-248

19. CIVIL SOCIETY AND PRIVATE LIVES

Beyond the confines of formal politics in the early republic lay a vibrant public sphere: churches, newspapers and magazines, literary associations, reform groups, scientific societies, and voluntary bodies. Focusing on the rise of ‘civil society’ after 1783, some historians have suggested that American collective identities were forged more by these associative practices than by formal politics. These forms of association also allowed groups excluded from the ballot box – women and free blacks, for example – to assemble and, occasionally, to agitate. Religion was a crucial element in the creation of local and regional publics during the first decades of the United States, and played a major role in inspiring a variety of reform movements. This was also a moment in which boundaries between public and private were in flux, and in which assumptions about marriage, sex and the family were tested against dynamic economic and social forces.

Civil society and reform


Bruce Dorsey, Reforming Men and Women: Gender in the Antebellum City (Ithaca: Cornell University Press, 2002)


**Cultures**


* David Henkin, *The Postal Age: The Emergence of Modern Communications in Nineteenth-Century America* (Chicago: University of Chicago, 2006)


**Science**


**Women and the public sphere**


* Sally G. McMillen, *Southern Women: Black and White in the Old South* (1992)


**Free black struggles for citizenship**


**Sex, marriage and family**


* Martha Hodes, *White Women, Black Men: Illicit Sex in the Nineteenth Century South* (1997)


---------, *Scarlett’s Sisters: Young Women in the Old South* (Chapel Hill: University of North Carolina Press, 2007)


**Religion**


20. MARKET REVOLUTIONS

In the early 1990s, economic, social and political historians quarrelled fiercely about the timing and shape of the ‘market revolution’: a shift towards regional, national and global commerce that supposedly wrenched ordinary Americans from their peaceful worlds of local production and subsistence. The topic didn’t entirely go out of fashion thereafter, but recent years have seen a revival of interest in economic history from two distinct angles of approach. Practitioners of the ‘new history of capitalism’ have turned their attention to the first decades of the United States, with some particularly interesting work on the connections between slavery and capitalism. Meanwhile, historians of the American state have begun a careful examination of the federal government’s role in fostering economic development. At the same time, cultural and social historians have explored another version of market revolution: the tendency of the American economy to careen between boom and bust. It’s easy to overstate the extent of urbanization in the antebellum period: by 1860, fewer than 20% of Americans lived in cities. But the urban experience became increasingly important to economic, social and political change during the early nineteenth century, as these readings demonstrate.

Defining the ‘market revolution’


**Government, finance and business**


**Boom, bust, banks and bankruptcy**


The business of slavery


* James Oakes, “Capitalism and Slavery and the Civil War,” *International Labor and Working-Class History*, 89 (Spring 2016): 195-220


Labor, class and the social effects of economic change


**Urbanization**


Stuart Blumin, The Emergence of the Middle Class: Social Experience in the American City, 1760-1900 (Cambridge: Cambridge University Press, 1989)


* Catherine McNeur, Taming Manhattan: Environmental Battles in the Antebellum City (Cambridge, Mass.: Harvard University Press, 2014)


* Christine Stansell, City of Women: Sex and Class in New York, 1789-1860 (New York: Knopf, 1982)

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**21. DEMOCRATS, WHIGS AND THE BIRTH OF MODERN POLITICS**
Before 1828, the presidency was the province of four slaveholding Virginians and two members of the Adams family. The election of Andrew Jackson confirmed a shift towards a more democratic (and volatile) form of politics, rooted in the party’s appeal to western settlers and European immigrants. The many crises during Jackson’s two terms in office – over Indian removal, South Carolina’s threat to nullify the federal tariff, and the role of the Bank of the United States, in particular – crystallized the formation of the Whig party. Unlike their Federalist predecessors, the Whigs presented an effective opposition to the Democrats for nearly two decades, until the collapse of the ‘second party system’ in the 1850s. The years between 1825 and 1850 also witnessed an explosion of reform activity outside the sphere of electoral politics: temperance and Sabbatarian campaigns; a brief but anguished movement against Native American removal; the rise of a new, radical antislavery movement; and the birth of the struggle for female suffrage.

The era of the ‘second party system’


The Jackson presidency


Immigration and Nativism


Native American removal


* ------------------*, *Land Too Good for Indians: Northern Indian Removal* (Norman: University of Oklahoma Press, 2016)


Claudio Saunt, *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory* (New York: Norton, 2020)


Immediate abolitionism and southern responses


Political activism and women’s rights


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22. EXPANSION AND THE COLLAPSE OF THE UNION

Territorial expansion was not the only cause of the Civil War, or even the most important one; but the pressures placed on the United States by the headlong dash into Mexico revealed old fissures and created new ones. These readings track the process of Anglo expansion into the Southwest, and the ideologies and interests that fueled the extension of the republic more generally. An important part of this story is the persistence of Native peoples: Indians did not ‘vanish’ after the removal debates of the 1830s; instead, western and (removed) eastern Indians regrouped to face the expanding United States through the 1840s and 1850s. The Mexican War produced a series of national political controversies, and forced the question of how to balance free and slave systems within a single political sphere. (A dilemma that led to the collapse of the Whig party and the rise of the Republicans in the 1850s.) Historians disagree about the extent of southern ‘nationalism’ before 1860, and about whether Northern fears of the ‘slave power’ in politics were real or illusory. Most agree, however, that the
growing crisis between the northern and southern sections of the Union made life considerably harder for African Americans both in the North and the South.

Texas, California, and the wars with Mexico


Ernesto Chávez, ed., *The U.S. War with Mexico: A Brief History with Documents* (Boston and New York: Bedford/St. Martin’s, 2007)


*Gary J. Kornblith, "Rethinking the Coming of the Civil War: A Counterfactual Exercise,"* *Journal of American History* 90, no. 1 (June 2003): 76-105


Native Americans after the Removal Act

* Lauren Brand, “‘Great Conceptions of their own power”: Native and US Diplomacy in the Old Southwest’, *Western Historical Quarterly* 47 (Autumn 2016), 261-281


Frederick E. Hoxie, *This Indian Country: American Indian Activists and the Place They Made* (New York: Penguin, 2012), 99-141

* Brendan C. Lindsay, *Murder State: California’s Native American Genocide, 1846-1873* (Lincoln: University of Nebraska Press, 2012)

Benjamin Madley, *An American Genocide: The United States and the California Indian Catastrophe, 1846-1873* (New Haven: Yale University, 2016)


**Southern nationalism and expansionism**


**The filibusters**


* Johnson, *River of Dark Dreams*, 366-394


**The trans-Mississippi West**


The Republican party and the eclipse of the Second Party System


* Rodney O. Davis and Douglas L. Wilson, eds., *The Lincoln-Douglas Debates* (Champaign, Ill.: Knox College Lincoln Studies Center, 2008)


The meanings of ‘manifest destiny’


____________, *Manifest Destiny and American Territorial Expansion: A Brief History with Documents* (Boston: Bedford/St Martin’s, 2012)


Free blacks and the sectional crisis


The secession winter of 1860-61


Foner, *Fiery Trial*, 132-165


23. THE CIVIL WAR

*The American Civil War was astonishingly bloody and disruptive. At least 650,000 Americans were killed; huge armies spent nearly four years in the field; the northern economy and the power of the federal government increased enormously; the political, social and economic systems of the South were devastated. Around four million African Americans eventually secured their freedom, and the Thirteenth Amendment in 1865 achieved what generations of politicians and reformers had failed to secure: the abolition of slavery in the United States. The readings below explore the war from many angles, with a view to capturing its transformative (though deeply uneven) effects.*

The Confederate nation in theory and practice


* ---------------------------, Mothers of Invention: Women of the Slaveholding South in the American Civil War (Chapel Hill: University of North Carolina Press, 1996)

* Stephanie McCurry, Confederate Reckoning: Power and Politics in the Civil War South (Cambridge, Mass.: Harvard University Press, 2010)


Politics and government in the North


Emancipation and black agency

Patricia C. Click, Time Full of Trial: The Roanoke Island Freedmen’s Colony, 1862-1867 (Chapel Hill: University of North Carolina Press, 2001)

* Paul D. Escott, “What Shall We Do with the Negro?” Lincoln, White Racism, and Civil War America (Charlottesville: University of Virginia Press, 2009)


* Steven Hahn, The Political Worlds of Slavery and Freedom (Cambridge, Mass.: Harvard University Press, 2009), 55-114

* --------------------------, A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration (Cambridge, Mass.: Harvard University Press, 2003), 62-159


**Home fronts**


**War and military occupation**

Steven V. Ash, *When the Yankees Came: Conflict and Chaos in the Occupied South, 1861-1865* (Chapel Hill: University of North Carolina Press, 1995)


**The Civil War in wider perspective**

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* Vitor Izecksohn, *Slavery and War in the Americas: Race, Citizenship, and State Building in the United States and Brazil, 1861-1870* (Charlottesville: University of Virginia Press, 2014)

Megan Kate Nelson, *The Three-Cornered War: The Union, the Confederacy, and Native Peoples in the Fight for the West* (New York: Scribner, 2020)